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CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, California 93407  
ACADEMIC SENATE

Minutes of the  
ACADEMIC SENATE  
Tuesday, January 30, 1990  
UU 220, 3:00 - 5:00 pm

Preparatory: The meeting was called to order at 3:14 pm.

- I. Minutes: The minutes from the January 9, 1990 Academic Senate meeting were approved without change.
- II. Communication(s) and Announcement(s):  
Attention was directed to the Academic Senate Reading List; in particular, the Instructional Technology Commission Report, "the Student, the Faculty, and the Information Age: the Power of Technology" -Draft # 7 (CSU). The Chair will prepare a position letter on the report and present it to the Executive Committee February 6, 1990.

The Resolution on CAM 543 (ARDFA Facilities) AS-327-89/RC has been approved by President Baker.

Caucus chairs were alerted to Academic Senate vacancies (pp.7-8) for 1990-92 academic year and requested to seek individuals that were interested and willing to serve.

J Weatherby and D Floyd were recognized for their appointment to the Academic Council for International Education by the Chancellor.

The Advisory Committee for the selection of Vice President for Academic Affairs is being formed; the first meeting is scheduled next week. The Chair has elected to serve on that committee.

The Director of Admissions position is vacant and is being advertised.

- III. Reports:

#### A. President's Office

President Baker summarized Governor Deukmejian's Budget, and stated that as proposed it may be difficult to implement. Revisions may occur because of (1) revenue estimates that will be made in May, and (2) a June ballot issue which addresses the Gann spending limit. The budget:

- provides for an enrollment increase and funding over last year,
- provides for an increase (for a full year) for pay raises given this year,
- provides for an increase in pay raises to be effective January 1, 1991,
- continues the unallocated cuts and adds to the unallocated cuts.

"If you set aside the increases that have been earmarked, the net result is a 1.4% reduction in the budget". This represents an erosion of purchasing power. "We can be hopeful that things will change in May on the revenue side and that there will be some change in the picture after the June election". At Cal Poly there was a substantial increase in faculty and associated positions due to the budget formula. The Capital Outlay Budget was positive. Everything requested was included. This includes capital funding for the Physical Education and Recreational Building and planning funding for the Performing Arts Center and two new instruction facilities (Poultry Science and Dairy Technology).

#### B. Vice President for Academic Affairs' Office

#### C. Statewide Senators

J Weatherby informed the Senate that the plaques for (1) "Distinguished Teaching Award" recipients, (2) "Outstanding Staff Employee Award" recipients, and (3) Academic Senate Chairs Emeriti were properly positioned in the library.

#### D. Douglas Gerard, Executive Dean of Facilities

Administration, described his major responsibilities to include planning, operations and everything else. In the planning role he is staff officer to the university president and responsible for overseeing to completion all major and minor capital outlays on campus. It is a coordination effort. Capital outlay projects take, optimistically, about seven years to complete. Some projects under consideration and at various stages of development include the Student Service Building, New Faculty Office Building, Business Administration and Education Building addition and remodeling and the renovation

of Engineering East. There is approximately \$ 59 million under development on campus. In the operations role, he is responsible for supervising the operations and maintenance of facilities that keep the campus functioning. Plant Operations has 220 employees and an \$ 8 million budget. The role that involves everything else is the most challenging because it creates unique experiences. For example, Gerard assisted with the development of the Performing Arts Center, serves as staff contact with the city and county governments; and represents the university on the Whale Rock Commission. T Kersten asked how the university growth issue was being communicated to the local community. D Gerard stated that the university has a very close working relationship with the local community. It appears that the politicians did not have all the factual information before registering their opinions. The Chair questioned how the parking problems created by the new facilities will be addressed. D Gerard stated that the Master Plan for parking took such factors into consideration. Moustafa inquired about the status of the stadium. D Gerard informed the Senate that the stadium is one of the physical features on campus for which the State has denied any future responsibility.

IV. Consent Agenda:

V. Business Item(s):

The Chair moved items H and I to the top of the Business Item(s) agenda to facilitate the teaching schedule of the Chair of Instruction Committee, R Terry. There was no objection. Items F and G were pulled from the agenda by the submitting parties.

A. Resolution on International Baccalaureate Program (first reading): moved to a second reading at the next Academic Senate meeting. R Terry gave background information on the International Baccalaureate Program (IBP). The Academic Senate of the California State University supported the IBP (AS-1643-86/AA) and urged campus senates/councils to consider the IBP as a factor for admission, course credit, and advanced placement. The resolution implies that each campus will develop criteria for applicants. Information on IBP came to Cal Poly in January 1989. The Instruction Committee chose to evaluate three items. They include admission, course credit and advance placement. The resolution as proposed identifies

students with an IBP diploma as meeting minimum standards for admission, but does not address the students priority for admission. A student that participated in the program that did not earn a diploma would receive a certificate. In that situation the student would need a high school diploma and the IBP certificate to meet admission requirements. However the student may be eligible for course credit for the higher level work completed in the IBP. H Wight asked the committee to consider how laboratory experience would be evaluated in the IBP for admission. Advanced placement at Cal Poly without lab experience could hinder a student's performance. L Dalton asked how the IBP diploma would give the student equal priority in registration within the MCA II system. Andrews stated that Dalton's question has broader application and can be applied to out-of-state student applications. D Bertozzi questioned who developed the standards and how were they administered. R Terry stated that the program is international and based in Switzerland where the exams are prepared. The examination offices are high schools where the exams are administered under strict supervision. Results are then forwarded to centers for evaluation.

B. Resolution on Elective Credit/No Credit Grading (first reading): moved to a second reading at the next Academic Senate meeting. R Terry gave background information on the origin and intent of the resolution. It originated within the Instruction Committee which proposed to reduce the number of CR-NC units from 45 to 18. The elective CR-NC option applies to grading and not to courses. L Freberg requested clarification of the statement in the Resolved clause (page 32) which reads "only at the upper division level". It applies only to the elective CR-NC option. It does not apply to courses that are listed CR/NC. C Andrews asked if students can select courses within their major. R Terry stated that the courses are outside the students major. J Weatherby reported that, historically, the large number of units were attributed to the narrow curriculum at Cal Poly. It would allow students the opportunity to take courses outside their major without jeopardizing their GPA. J Coleman questioned the statistical support for the third Whereas clause which states the CR-NC option is a major factor in the inflation of the students overall GPA. R Terry stated that the committee had conducted no studies on the matter. L Burgunder noted that the whereas



clauses are written in the factual; they should be written in the speculative. J Weatherby stated that the professional nature of the university causes a narrowing of educational focus, this resolution will further narrow the choices for students. S Lord questioned if the intent of CR-NC was to explore new areas of study, how often do students explore at the upper division level? R Zeuschner asked the committee to consider the purpose of the resolution. If it is to remove GE&B from the CR-NC option then there may be a better way of phrasing the resolution.

C. Resolution on Enrollment Growth (second reading): M/S/P (Dalton/Zeuschner). L Dalton reminded the Senate that the issues presented in this resolution are not new and evolved out of a resolution adopted in 1988 (AS-279-88/LRPC). The current resolution reinforces the earlier document and comments on current situation. Three main points of the resolution are:

- enrollment should not exceed 15,000 FTE until facilities are available to match enrollment,
- consider enrollment growth up to 17,400 FTE by the 2005-2006 academic year only if other growth issues have been adequately addressed,
- that although the Trustee's use the 20,000 FTE growth figure, the committee believes that the 17,400 FTE figure is more appropriate at this time.

D. Resolution on Prerequisites for upper division courses (second reading): M/S/P (Moustafa/Andrews). T Bailey commented that the major point of the resolution is to establish guidelines (prerequisite) for upper division courses. The prerequisites should be general, and they do not have to carry the prefix of the department offering the course. C Andrews stated that prerequisites in some cases are very helpful to student success. R Gooden informed the Senate that students do not always have timely access to certain courses. J Coleman concern was with establishing a rigid computer prerequisites system. T Bailey reminded the Senate that we cannot sacrifice pedagogy for expediency. T Kersten noted that adding prerequisites to upperdivision courses does not add to the meaning of upper division.

E. Curriculum Proposal for Liberal Studies Program (second reading): the question was called, and it was the will of the body that this resolution pass. The curriculum display requested at the last Academic Senate meeting is presented on page 14 of the Agenda. The following changes were made:

~~Senior Project LS 101~~  
Senior Project LS 461

~~Credential Emphasis~~  
Credential Track

~~Noncredential Emphasis~~  
Noncredential Track

~~D.3. ECON 210/211/222~~  
D.3. ECON 201/211/222

S Moustafa's concern was that the program as presented may no longer be a teaching credential program and perhaps should not be administered by Liberal Studies. Harry Busselen, Dean of the School of Professional Studies and Education, stated that this program is the primary vehicle for elementary teaching certification and will continue to be. Moving the program forward meets the state's waiver requirements. If the program is dropped then all elementary teachers will have to take the National Teachers exam or a fifth year of study. The program has 470 students in the major and 125/130 are certified annually. Any discrepancy in the program will mutually be resolved among the Commission on Teacher Certification, the Chancellor's Office and Cal Poly. J Coleman required clarification of the two-track emphasis. Harry Busselen stated that the Noncredential Track will serve students that do not meet the 2.83 GPA credentialing requirement. The Noncredential Track degree requirement at Cal Poly is 2.00 GPA.

F. Curriculum Proposal for SPC 360 (second reading): M/S/P (Kersten/Berrio) to amend the motion. M/S/P (Smith/Andrews). T Bailey proposed "that the course be identified as SPC 360 and crosslisted with Journalism and English". The courses will carry identical credit but have a slightly

different orientation. Jour 402 is not involved, and will be listed separately.

G. Curriculum Proposal for M.S.in Structural Engineering (second reading): M/S/P (Hanson/Bailey). The following corrections were made to page 17:

~~II. 8. SE 587 Analysis and Design of Deep Foundations (3)~~

II. 8. CE 587 Analysis and Design of Deep Foundations (3).

~~II. 8. SE 590 Graduate Seminar (1) 1sem~~

II. 9. SE 590 Graduate Seminar (1) 1sem

~~II. 9. SE 599 Thesis (2) (2) (5) supv~~

II. 10. SE 599 Thesis (2) (2) (5) supv

VI. Discussion Item(s):

P Murphy congratulated the Chair for efforts in helping to resolve difference of opinion between parties regarding Academic Senate resolutions.

VII. Adjournment: The meeting was adjourned at 4:50pm.